



## RIDGELAND MIDDLE

PO Box 250

Ridgeland, S.C. 29936

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Jeannie Jefferson	843-717-1401
<b>Superintendent</b>	Dr. Vashti K. Washington	843-717-1100
<b>Board Chair</b>	Kathleen Snooks	843-726-8063

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Average</b>
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

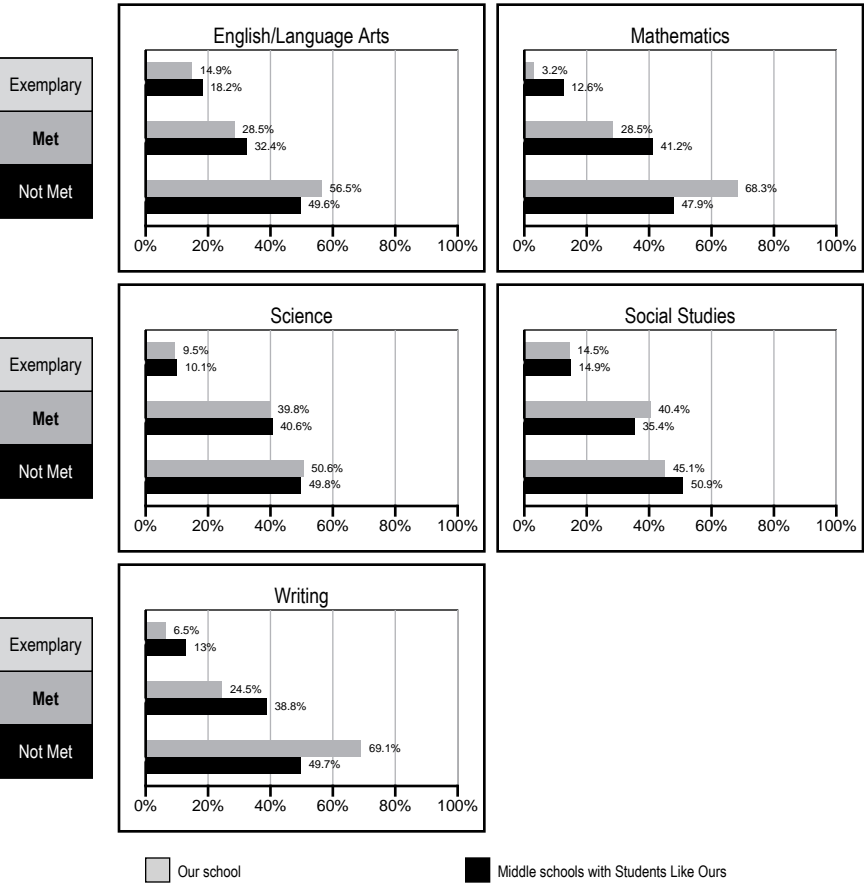
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	30	21

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	68.2%	89.9%
English 1	95.0%	87.9%
Biology 1/Applied Biology 2	N/A	46.0%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	81.0%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=408)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Up from 0.0%	13.9%	24.5%
Retention rate	4.1%	Up from 1.2%	1.0%	0.7%
Attendance rate	99.4%	Up from 99.3%	95.4%	95.9%
Served by gifted and talented program	8.0%	Down from 12.3%	7.2%	17.8%
With disabilities other than speech	11.2%	Down from 11.4%	10.9%	9.2%
Older than usual for grade	3.6%	Up from 1.7%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.7%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Down from 60.5%	58.3%	60.0%
Continuing contract teachers	45.5%	Down from 47.4%	69.0%	82.6%
Teachers returning from previous year	72.3%	Up from 66.1%	80.2%	85.6%
Teacher attendance rate	96.2%	Down from 99.6%	95.3%	95.3%
Average teacher salary*	\$47,789	Down 2.0%	\$44,142	\$46,300
Professional development days/teacher	13.7 days	Up from 11.5 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 14.2 to 1	19.0 to 1	21.5 to 1
Prime instructional time	94.2%	Down from 96.8%	89.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 91.2%	97.3%	98.1%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$9,480	Down 2.3%	\$9,685	\$7,634
Percent of expenditures for instruction**	73.1%	Down from 75.3%	61.6%	64.0%
Percent of expenditures for teacher salaries**	71.2%	Up from 63.6%	56.3%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

The 2010-2011 school year has again brought changes to Ridgeland Middle School (RMS). With the assignment of a new principal, assistant principal and several new content area coaches, the year would no doubt have many new and exciting challenges and victories. Nonetheless, the focus of the school remains the same: optimal student achievement and success. Our primary goal was to make the best use of the resources that we had available to ensure student success. With these goals in mind we chose to make subtle changes for the school that would lead to the most advantageous student success. One change was the adoption of the Explicit Direct Instruction Instructional Model (EDI). The school was awarded a School Improvement Grant. The EDI Model was adopted as its transformation model.

The school implemented MAP RIT time to facilitate improvement in academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the end of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. An additional reading teacher was hired to provide Response to Intervention (RTI) reading support for students who were identified as not reading on grade level. Another resource we provided for our students this year was a Saturday school enrichment program. Students were chosen according to their demonstrated areas of weakness on reading and mathematics assessments. Both of these resources resulted in significant increases in students' reading and math scores.

RMS used Title I and SIG funds to provide extended year Summer Enrichment classes for targeted students. This opportunity helped to strengthen reading and math skills acquired during the school year as well as develop creative and performing arts skills; therefore enabling RMS to meet the needs of "the whole" child.

Throughout this school year all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. Coaches, parents, students, and teachers are now fully aware of MAP/PASS data and how to use it to improve student achievement. In the upcoming year, students will be required to keep data folders with their personal data.

Many of the successes achieved by RMS students occurred due to the support of the school's Palmetto Priority School Liaison, the instructional coaches (who were procured through the implementation of the School Improvement Grant) the SIG Director, and other district level support persons.

As RMS closes this year, we continue to be optimistic about the appointment of our newly assigned superintendent and the leadership and support that she has given RMS in the implementation of its School Improvement Grant and the goals embedded therein. The Superintendent's goal for RMS is focused and aligned with the schools' focus; optimal academic achievement for all students.

Evaluations by

Jeannie Jefferson, Principal Sheryl Fulmer, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	122	20
Percent satisfied with learning environment	71.4%	50.0%	78.9%
Percent satisfied with social and physical environment	75.9%	54.9%	63.2%
Percent satisfied with school-home relations	48.1%	67.2%	80.0%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 16 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.1%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.7%	0.0%	No
Student attendance rate	99.4%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	411	99.8	55.9	28.2	15.8	55.9	63.7	82.4	No	Yes
Gender										
Male	213	99.5	63.1	24.6	12.3	48.7	56.7	78.7	N/A	N/A
Female	198	100	48.4	32.1	19.6	63.6	71.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	62	100	36.5	38.5	25	75	78	88.9	Yes	Yes
African American	294	99.7	62	25.4	12.7	49.3	58.6	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	53	100	44	34	22	72	70.7	79.3	No	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	49	100	78.6	9.5	11.9	26.2	35.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	44.9	32.7	22.4	71.4	69.9	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	346	99.7	57.6	26.3	16.1	54	61.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	411	99.8	67.5	28.2	4.2	48.5	52.7	81.9	No	Yes
Gender										
Male	213	99.5	71.3	25.6	3.1	43.1	47.8	79.9	N/A	N/A
Female	198	100	63.6	31	5.4	54.3	58.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	62	100	48.1	42.3	9.6	63.5	61.6	88.9	No	Yes
African American	294	99.7	71.4	26.1	2.5	45.3	48.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	53	100	68	26	6	50	60.7	81.1	No	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	49	100	85.7	4.8	9.5	26.2	26.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	69.4	24.5	6.1	49	59.9	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	346	99.7	68.4	27.8	3.9	47.5	51.8	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	264	98.9	49.6	39.7	10.7	50.4	38.1	68.6
<b>Gender</b>								
Male	136	97.8	52.8	36.6	10.6	47.2	36.1	68.3
Female	128	100	46.2	42.9	10.9	53.8	40.4	68.9
<b>Racial/Ethnic Group</b>								
White	37	97.3	29	45.2	25.8	71	51.9	80.7
African American	188	98.9	54.5	37.5	8	45.5	34.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	38	100	42.9	45.7	11.4	57.1	42	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	31	100	76.9	7.7	15.4	23.1	20.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	37	100	42.9	45.7	11.4	57.1	40.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	223	98.7	51.9	38.3	9.8	48.1	37.6	57.3

**Social Studies**

All Students	261	98.9	44.5	40.3	15.3	55.5	48.6	72.5
<b>Gender</b>								
Male	133	98.5	45.8	42.5	11.7	54.2	44.7	72
Female	128	99.2	43.1	37.9	19	56.9	52.6	73.1
<b>Racial/Ethnic Group</b>								
White	40	97.5	25	46.9	28.1	75	64	81
African American	189	98.9	51.4	36.4	12.1	48.6	42.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	31	100	26.7	56.7	16.7	73.3	59.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	31	100	81.5	7.4	11.1	18.5	22.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	30	100	27.6	55.2	17.2	72.4	58.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	215	99.1	46.3	39.5	14.1	53.7	45.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	148	99.3	68.8	24.6	6.5	31.2	49.3	73.2	99.4	97.6
Gender										
Male	75	98.7	78.3	18.8	2.9	21.7	40.5	67.2	99.3	97.4
Female	73	100	59.4	30.4	10.1	40.6	59.8	79.4	99.6	97.9
Racial/Ethnic Group										
White	23	95.7	44.4	33.3	22.2	55.6	61.5	81.5	99.2	96.6
African American	108	100	74	22.1	3.8	26	43.4	61.3	99.4	97.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	97.7
Hispanic	16	100	N/AV	N/AV	N/AV	33.3	57.1	66.7	99.7	98.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	92.1
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	N/AV	6.4	26	98.7	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	N/AV	N/AV	N/AV	33.3	56.8	65.7	99.7	98.5
Socio-Economic Status										
Subsidized meals	129	99.2	70.6	24.6	4.8	29.4	47.3	63.2	99.4	98.2

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	46.8	37.6	15.6	53.2
	7	154	97.4	68.8	21.5	9.7	31.3
	8	122	100	59.1	27.8	13	40.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	53.2	28.4	18.4	46.8
	7	113	99.1	47.5	35.6	16.8	52.5
	8	146	100	65	22.6	12.4	35

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	60.6	33.9	5.5	39.4
	7	154	98.7	75.9	20.7	3.4	24.1
	8	122	100	67	29.6	3.5	33
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	63.8	31.2	5	36.2
	7	113	99.1	67.3	26.7	5.9	32.7
	8	146	100	71.5	26.3	2.2	28.5

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	63	98.4	75.4	22.8	1.8	24.6
	7	152	100	62.8	35.2	2.1	37.2
	8	62	95.2	47.3	45.5	7.3	52.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	97.4	44.9	47.8	7.2	55.1
	7	113	99.1	52.5	38.6	8.9	47.5
	8	75	100	50	33.3	16.7	50

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	57	100	32.7	50	17.3	67.3
	7	152	99.3	67.6	25.5	6.9	32.4
	8	60	100	45.6	38.6	15.8	54.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	43.7	47.9	8.5	56.3
	7	113	99.1	49.5	30.7	19.8	50.5
	8	71	97.2	37.5	46.9	15.6	62.5
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	46.4	43.8	9.8	53.6
	7	154	99.4	65.3	27.9	6.8	34.7
	8	122	96.7	46	43.4	10.6	54
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	148	99.3	68.8	24.6	6.5	31.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample